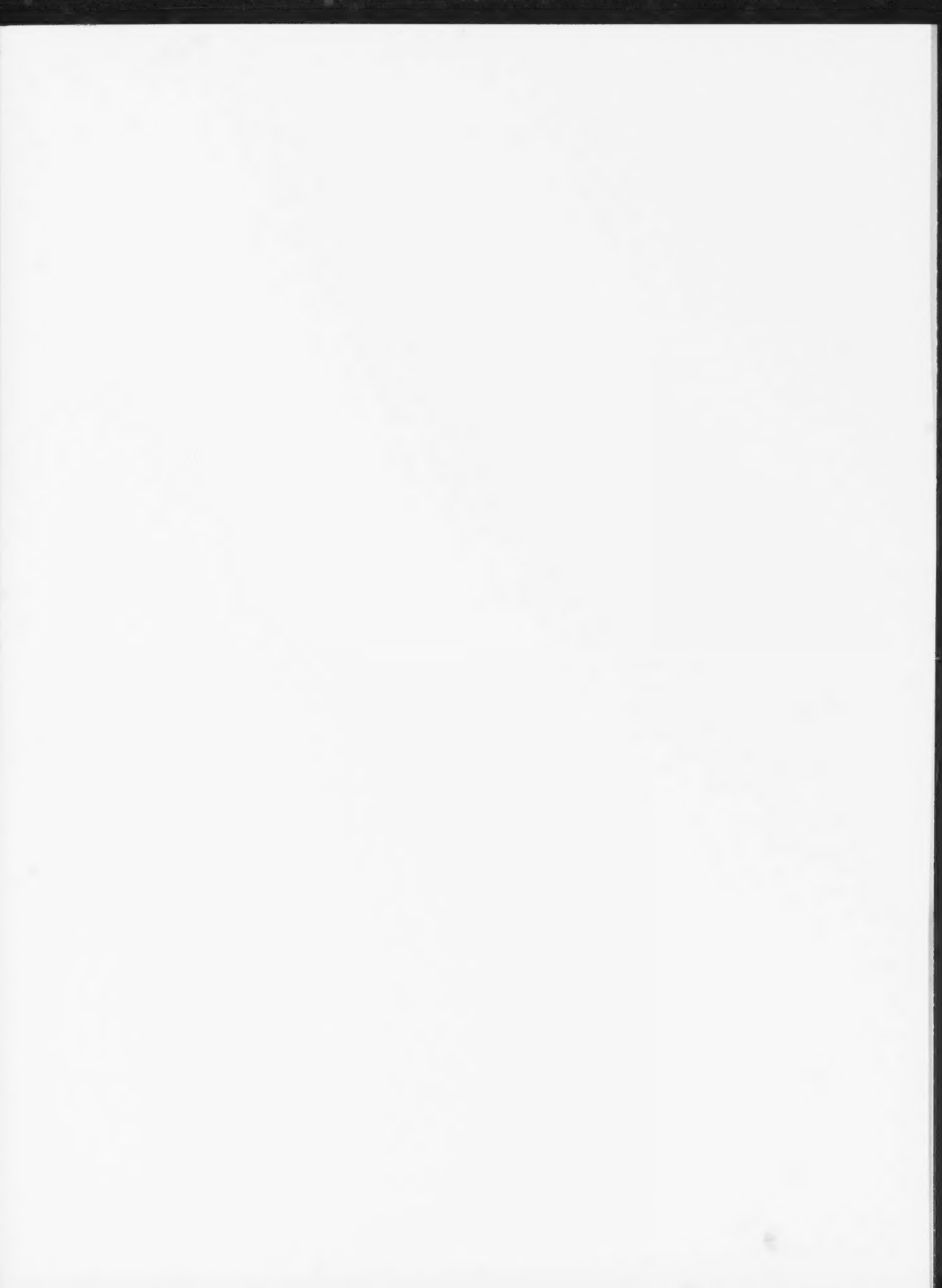


University of Regina

**2010-2011
ANNUAL REPORT**



Letter of Transmittal

The Honourable Rob Norris
Ministry of Advanced Education, Employment, and Immigration
Legislative Building
Regina, SK

Dear Minister Norris:

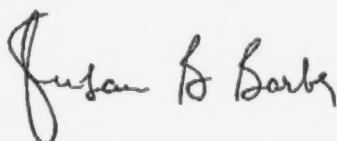
Pursuant to subsection 68(1) of *The University of Regina Act*, I am pleased to submit the Annual Report of the University of Regina for the fiscal year ending April 30, 2011. This Annual Report has been prepared for presentation to the Legislative Assembly in accordance with subsection 68(2) of the Act.

In 2009, the Board of Governors approved a strategic plan for the University, *mâmahohkamâtowin: Our Work, Our People, Our Communities*, that defines its initiatives and objectives over the next five years. Over the course of this fiscal year and guided by its strategic plan, the University of Regina has continued to support world-class research, made strides in teaching excellence, and enabled our students to become well rounded critical thinkers who will form the next generation of leaders. The members of our University community are building the future. We are proud of their accomplishments and the positive change they bring to the world.

The goals and objectives that form the action elements of *mâmahohkamâtowin: Our Work, Our People, Our Communities* are the basis of the performance measurement framework for the University. A report on progress with respect to this performance measurement framework is a central element of the University's Annual Report. I think you will find that much has been done and much more is underway to fulfill the vision set out in the University's five-year strategic plan.

In early 2011, recognizing that it was 100 years ago that the first cornerstone was laid at College Avenue Campus, the University announced that it would celebrate a century of excellence in education. This celebration is a reminder for all those connected with the University that we will continue for many future generations to excel in teaching, research and public service, to engage openly, to be diverse, and to strengthen and enrich the communities in which we live and work.

Sincerely,



Susan B. Barber, Q. C.
Chair, Board of Governors

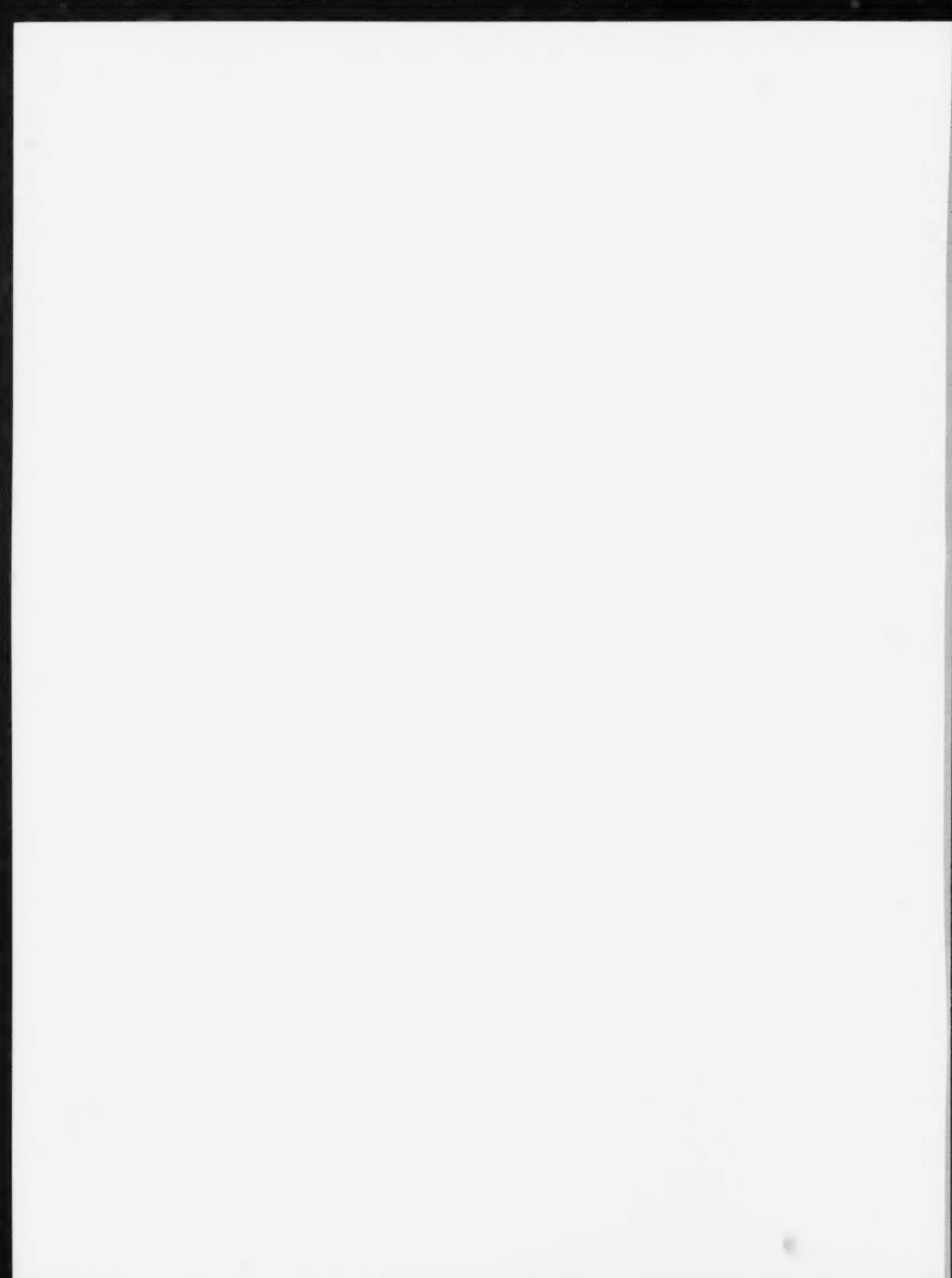


Table of Contents

Introduction	1
Vision	1
Values	1
Mission	1
2010-2011 Performance Results	2
Other Highlights of the Year	15
Enterprise Risk Management	18
Management Discussion and Analysis	20
Summary Financial Statements	23
University Board of Governors	28
University of Regina Executive	28
For More Information	28

Introduction

This Annual Report describes the activities and accomplishments of the University of Regina for the 2010-2011 fiscal year, which ran from May 1, 2010 to April 30, 2011.

At its meeting on July 16, 2009, the University's Board of Governors approved a five-year strategic plan entitled, *mâmahokamâtowin: Our Work, Our People, Our Communities*. In doing so, the Board of Governors followed the unanimous recommendations of both the Executive of Council and the University Senate.

The performance measurement framework is employed by the University of Regina to monitor and report on progress towards achieving the vision, mission and goals expressed in the University's strategic plan. The 2010-2011 Annual Report uses this outcome-oriented format to report publicly on the University's achievements and progress over the year, thereby enhancing the University's accountability to government, its partners, and the many communities it serves.

Vision

The University of Regina is a welcoming, student-focused institution that combines deep-rooted values with innovative thinking, classroom theory with real-world practice, and global ideas with regional needs. We aspire to be one of Canada's best comprehensive universities.

Values

- We are a scholarly community engaged with many other communities. The members of our community are our defining resource. Our treatment of each other is principled and respectful.
- We are a learning community. We value interaction between faculty members and students as the fundamental activity of the academy. We acknowledge the diversity of learning styles and needs of our students. We aim to be accessible to all who can learn with us.
- We have a driving urge to know the unknown. Our investigation of and reflection upon varied intellectual pursuits is fundamental to us. We engage our students in these endeavours.
- We balance our duty to academic integrity with our commitment to academic freedom in our work and interactions.
- We employ our expertise to serve each other and society. We illuminate socially relevant problems. The knowledge we generate enriches the community.
- We are legitimately concerned with all aspects of our world. We are a bridge and an interpreter between our communities, other peoples, and other nations.
- We are accountable for our performance to each other, our students, our alumni, and the public.

Mission

The University of Regina

- Provides high quality, accessible education that prepares learners for productive and creative lives.
- Produces innovative research and scholarship to expand human knowledge and support social, environmental, and economic development.
- Embraces diversity.
- Responds to the needs of Saskatchewan peoples, particularly First Nations and Métis peoples.
- Engages with and serves communities, locally, provincially, and beyond.
- Strives for and promotes sustainability and efficiency.
- Offers a welcoming, rewarding study and work environment that fosters creativity, engagement, continuous learning, and the opportunity to succeed.
- Recognizes the historic values and cultures of Saskatchewan while preparing for a prosperous and significant future.

2010-11 Performance Results

The University of Regina uses a performance measurement framework to monitor and report on progress towards achieving the goals and objectives of the University as expressed in its strategic plan, *māmawohkamâtowin: Our Work, Our People, Our Communities*. For each goal, with its subordinate set of objectives, the performance measurement framework has one or more measures of progress. The measures reflect a priority selection among the objectives under each goal.

The accomplishment of many of the goals and objectives in the University's strategic plan depends on additional planning activities and the subsequent implementation of these sub-plans. Examples are the strategic teaching and learning plan, the strategic research and scholarship plan, the campus master plan, and the distance education strategy. Other processes such as the academic program review, the work of the high school transitions committee, and the administrative and organizational structure review committee are also fundamental to the achievement of specific goals. Until these plans and processes have progressed to a stage where objectives have been defined and accepted, it is not possible to establish quantitative measures of performance related to some of the goals of *māmawohkamâtowin: Our Work, Our People, Our Communities*. Accordingly, as an interim step, the performance measurement framework reports on the development of these plans and processes and reports on their outcomes and achievements.

What follows is a listing, under the three major headings of the strategic plan (Our Work, Our People, and Our Communities), of the plan's goals and objectives and the associated measure or measures. For each measure, a discussion of progress during 2010-11, and/or the data associated with quantifiable measures are presented.

A. Our work: teaching, research, and public service

Goal A1 – Promote and reward the pursuit of excellence in teaching, research, public service, and administration. Make the University widely known for excellence.

- A1.1 Develop and implement strategies to promote and reward excellence.
- A1.2 Recruit and retain excellent faculty, staff, and administrators. Make the University an employer of choice.
- A1.3 Publicize the successes of the University widely and consistently.

Measure 1: Creation of a Strategic Teaching and Learning Plan and its implementation

During 2010-11, progress continued on the development of the strategic teaching and learning plan. Members of the University Committee on Teaching and Learning (UCTL) deliberated over existing documents such as the Distance Education Task Force Report and Recommendations, the Strategic Enrolment Management Plan, the Reading and Writing Task Force Report, the Undergraduate Research Report, unit level strategic plans, faculty criteria documents, as well as strategic plans related to teaching and learning at other universities, and compiled an initial draft of a strategic teaching and learning plan. This was discussed at an open forum on March 14, 2011.

Since that time, UCTL representatives have held focus group meetings to discuss priorities related to teaching and learning with different units internal and external to the University. Committee members have met internally with the eight faculty councils, the library, and Campion and Luther. They have also met with faculty teaching contacts, regular participants at the Centre for Teaching and Learning events, English as a Second Language instructors and students, First Nations University of Canada elders and students, undergraduate and graduate student unions, international students, the Aboriginal Student Centre, the University Engagement Centre, Facilities Management, members of the Alumni, and with Senate. External groups consulted include the High School Transitions Committee and major employers of the University's students.

Throughout the consultation process, UCTL has brought updates to Deans' Council, the University Leadership Team, and to the Executive Team. Over the summer months the UCTL members will note major themes or trends in the data in order to complete the final strategic teaching and learning plan, which will be presented to the Provost and Vice-President (Academic) in fall 2011.

Measure 2: Outcome from annual CUSC survey: the percentage of students who are satisfied with the overall quality of education

The Canadian University Survey Consortium (CUSC) surveys a random sample of undergraduate students from participating universities about their undergraduate experience and their satisfaction with the learning and student support environment. CUSC operates on a three-year cycle, surveying samples of first-year undergraduates, all undergraduates, and graduating undergraduates in successive years. In January 2011, 43.4 per cent of a sample of 1000 University of Regina students responded to the all undergraduate student survey.

	University of Regina	Other mid-sized universities
First year students		
2010	89	88
2007	89	88
2004	84	82
2001	86	86
Graduating students		
2009	90	92
2006	94	90
2003	94	89
2000	91	88
All undergraduates		
2011	94	92
2008	84	84
2005	87	81
2002	85	79

Data sources: Annual reports and data files prepared for the Canadian University Survey Consortium by PRA Inc. Percentages are based on those who offered a rating. University of Regina results are excluded from the "other mid-sized universities" results.

The University of Regina's results on this satisfaction measure in the 2011 CUSC survey has exceeded the previous surveys undertaken in 2002, 2005 and 2008 of all undergraduates - University of Regina students. The results for University of Regina students also surpassed participating universities in the comparator CUSC group¹ by two percentage points.

Measure 3: Implementation of an Institutional Marketing Plan

The implementation of year two of the University of Regina's marketing plan continued to highlight and strengthen the three priority areas attached to the objectives of the University's strategic plan to:

- Support student recruitment and retention objectives;
- Build awareness of the University's leading research; and,
- Strengthen the University's reputation for excellence in teaching, research and public service.

The 2010 marketing campaign built on the success of the University's 2009 strategic marketing campaign, focusing on positioning the University as the first choice among high school students choosing a post-secondary institution in its primary, secondary and tertiary catchment areas in Saskatchewan.

The execution of the campaign highlighted the UR Guarantee program first introduced in fall 2009. The marketing of this unique program sends a strong and positive message to the community, prospective students and their parents regarding the University's commitment to student success.

The implementation of the marketing plan during the past two years also helped inform the community of many student and faculty success stories. Sharing these accomplishments has given the University an opportunity to recognize those people associated with the University of Regina who exemplify excellence and inspire positive change locally, nationally and globally.

¹ Universities offering undergraduate and graduate studies and generally of medium size in terms of student population.

Throughout the year, a research marketing strategy was created to raise awareness of the University's reputation as a leading research institution. In particular, the plan included a print advertising campaign in local and national publications. The goal of the marketing campaign was to profile the work of leading University researchers, and the social impact of that research.

In addition, the President undertook a community relations tour visiting a number of communities across the province to support the marketing plan's third aim of strengthening the University's reputation for excellence in teaching, research, and community service. Events hosted by the President included the Woodrow Lloyd Lecture in Moose Jaw and a consultation in North Battleford with Poverty Free Saskatchewan on the need to tackle poverty in our province in a comprehensive and strategic way. Over the past two years, the implementation of the marketing plan has resulted in a stronger, more consistent and cohesive brand identity for the University.

Goal A2 – Reaffirm our historic commitment to the liberal arts and sciences.

- A2.1 In partnership with the federated colleges, review the ways in which a liberal education can best meet the needs of today's and tomorrow's students. Revise programs and curricula to reflect the review findings.
- A2.2 Explore how core offerings can be better integrated into the curricula of pre-professional and professional programs.

Measure: Annual credit hours taught in the faculties of Arts, Science and Fine Arts, including federated colleges.

2010-11	147,725
2009-10	146,919
2008-09	145,932
2007-08	152,423
2006-07	159,217
2005-06	166,441
2004-05	170,322
2003-04	171,432

Data Sources: "As-of-Date Term by Term comparison of Registered Credit Hours to be Taught, by Federated College"; winter & fall terms as of 50% tuition deadline; spring/summer terms as of end of term, Office of Resource Planning.

Goal A3 – Align our array of program offerings to respond to the needs and interests of current and prospective students.

- A3.1 Develop terms of reference by which our academic programs are evaluated.
- A3.2 Review all academic programs to ensure they meet the needs and interests of today's and tomorrow's students. Alter programs and curricula where appropriate.
- A3.3 Promote experiential and service learning for all students. Build on our historic strength in cooperative education.
- A3.4 Review existing strengths in internationalization. Evaluate geographic areas of new opportunity, and implement an internationalization strategy.
- A3.5 Benefit students with cross-disciplinary programming and program/credit articulation with other institutions.

Measure 1: Progress of the academic program review and implementation of its findings

The academic program review has progressed steadily during 2010-11. The steering committee and the consultant (Higher Education Strategy Associates) have developed a full approach to the Academic Program Review based on proven protocols. This has resulted in the development of seven draft criteria, further validated via extensive consultation. A questionnaire was prepared for all programs, and has been complemented by additional information coming from faculty surveys, student surveys, alumni surveys, data from the Office of Resource Planning and information from Tri-Agency funding and H-index measures

(the H-index attempts to measure both the productivity and impact of the published work of a scientist or scholar). A communications strategy consistent with managing change was developed to ensure maximum transparency for the entire process.

The information collected was used to score all eligible programs. Scoring was accomplished by six scoring task forces each composed of three faculty members and one dean and involved a group review for ensuring score consistency.

The consultants and the Office of Resource Planning are currently finalizing the data analysis activity. The final analysis to be performed involves the Tri-Agency data for the University of Regina and its peer institutions. The unit level reports are also in the process of being developed. There are nearly 40 separate reports, organized into two parts: one part for unit level results and the other for program level results, with results for each program reported in separate subsections. Each report will contain: the actual responses of Deans and Department Heads; summary results for surveys of current students, faculty and alumni; summary results for various other data (Tri-Agency data, H-index, etc.); and, scores for each item that is being scored (as per the Evaluation Framework). It is expected that this stage will be completed by mid-July 2011.

Measure 2: Number of international students, fall enrolment, including federated colleges

	Undergraduate	Graduate	Total
2010	723	300	1,023
2009	671	242	913
2008	554	211	765
2007	554	212	766
2006	590	181	771
2005	667	165	832
2004	619	179	798

The above counts include students with a Residence Status Code of "N" who were registered as of the end of term. Prepared by the Office of Resource Planning, June 29, 2011.

Goal A4 – Enhance the University's distinctive programming and research profile. Capitalize on research successes to benefit the institution, researchers, and our students.

- A4.1 Provide support for the development of recognized areas of research excellence, innovative programming, and collaboration with other institutions.
- A4.2 Raise the University's research and scholarship profile.
- A4.3 Renew the University's strategic research plan.
- A4.4 Support appropriate commercialization of our research for the long-term benefit of the institution, researchers, and our students.

Measure 1: Development and implementation of a new strategic research and scholarship plan

The University of Regina approved the strategic research and scholarship plan in April 2011. This new plan is entitled 'Working Together Towards Common Goals: Serving Through Research'. This plan will guide research initiatives over the next five years emphasizing the essential role research plays at the University.

The new plan is the result of extensive consultation with internal and external stakeholders. The formation of the plan involved three town hall meetings, four online questionnaires and over 90 interviews.

The plan identifies three signature research themes and eight sub-themes that reflect areas of demonstrated expertise and sustained research excellence at the University of Regina:

1. **Sustainable Development** and its two sub-themes: Energy and Natural Resources; and Environment.
2. **Human Development** and its three sub-themes: Health; Human Justice, Safety and Security; and Arts, Culture and Heritage.
3. **Knowledge Creation and Discovery** and its three sub-themes: Information and Communication; Pure Discovery-Based Research; and Community-Based Research.

The strategic research plan can be downloaded from www.uregina.ca/research/strategic/

Measure 2: Research Funding, all sources

	Funding (\$million)	Percentage change
2010-11	23.7	(0.9)
2009-10	25.0	7.8
2008-09	23.1	5.7
2007-08	21.9	(0.3)
2006-07	22.0	(0.3)
2005-06	22.0	(1.7)
2004-05	22.4	(1.7)
2003-04	22.8	11.3
2002-03	20.5	5.6
2001-02	19.4

Data source: Annual (April 1 to March 31) report from the Office of Research Services.

Following strong growth in the early years of this decade, research funding at the University stabilized for a period of time until resuming its growth path in 2008-09. Much of the increase in 2009-10 can be attributed to greater success in securing support from the national granting agencies and from the federal government. In 2010-11, research funding returned to similar levels as 2008-09. The contribution of federal funding and industry funding in 2010-11 did continue to increase.

Goal A5 – Make the University a leader in environmental responsibility. Put sustainability at the core of our teaching, research and campus life.

- A5.1 Promote sustainability in the way that we work and live on our campus.
- A5.2 Wherever appropriate, address issues of sustainability in our curricula, and emphasize them in our research and public service.
- A5.3 Co-ordinate initiatives to reduce our consumption of energy and our campus' impact on the environment.
- A5.4 In the context of environmental responsibility, evaluate all campus development, as well as our place in Wascana Centre and the City of Regina.

Measure: Development and implementation of a new sustainability plan

Sustainability is a significant part of the University's strategic plan and a large number of initiatives have been undertaken over the past year. Most importantly, in January 2011, the University approved a new Sustainable Campus Policy. This policy sees the establishment of a high level committee to guide activities across all parts of the campus. This committee, called the President's Advisory Committee on Sustainability (PACS), is chaired by the Provost and Vice-President (Academic) and includes academic, student and administrative leaders in sustainability. The committee will ensure that the University takes a broad view of sustainability – from questions of energy and emissions to questions of long-term fiscal sustainability.

The University continues to succeed in achieving energy cost savings in comparison to other campuses across Canada. Despite the increase in energy commodity costs, through a number of energy savings initiatives and other innovative procurement approaches, the University of Regina continues to experience energy costs per square foot that match those of more than fifteen years ago. The University completed a comprehensive energy audit in 2005 and continues to implement recommendations from that report.

In addition to the many actions that deal with the physical plant of the University, there are other initiatives now under way across the campus to improve the environmental footprint of the institution. For example, the print optimization program implemented in 2010 is already providing the University with substantial reductions to its CO₂ output and energy consumption rates. The University estimates that this project will reduce energy consumption by over 147,000 kilowatt hours per year, reduce CO₂ emissions by over 110,000 kg/per year, and reduce paper consumption through double-sided printing.

The University has completed the construction of a new data centre to provide operational redundancy for critical IT services. Among the many features of the new facility are two which impact the environmental footprint of the centre. The cooling system for the data centre is designed to take advantage of "free cooling"

in the colder months by circulating coolant through outside air. Secondly, the system uses waste heat from the equipment to pre-heat incoming air for the building ventilation system in the Classroom building. This process permits the system to circulate fresh air in the building during very cold weather which previously would have caused the ventilation system to freeze due to the extreme cold. This will have a positive impact on building air quality in addition to saving energy.

Goal A6 – Take a programmatic approach to distributed teaching and learning.

- A6.1 Working with the University of Saskatchewan, SIAST, the regional colleges and other partners, provide a coherent suite of distributed courses and academic programs using appropriate technologies
- A6.2 Consider new technologies in our approach to on-campus course delivery and the provision of student and employee services.

Measure: Preparation and implementation of a Distance Education Strategy

The 2010 Distance Education Task Force laid out a five-year distance education strategy, implemented by the Director of the Centre for Continuing Education and the Director of the Centre for Teaching and Learning, under the guidance of the Associate Vice-President (Academic). The first phase of this three-phase initiative, the Inventory Plan, was completed in 2009-10.

The Organizational Capacity Building Phase is the second phase for this initiative and it was completed in 2010-11. This phase engaged the units directly responsible for distance education at the University of Regina in an effort to make the structural and procedural changes required to fulfill the task force's goal. Actions include the realignment of staff/responsibilities between Distance Learning and the Centre for Academic Technology, and the adoption of more user-friendly websites and software, as well as more standardization in course development processes. Outcomes in 2010-11 exceeded the goals of the Distance Education Task Force and included:

- Completing the realignment between the Distance Learning Division and the Centre for Academic Technology (CAT) – two CAT Instructional Designers and one of the Graphics/Multimedia Specialists were transferred to Distance Learning, and all on-line course development responsibilities were also transferred to them.
- Initiating work with the Dean of Nursing on the development of the needed distributed nursing and cognate courses (to be taught for the first time in fall 2011). Nursing funding was used to hire an Instructional Designer and a Graphics/Multimedia Specialist in distance learning, who have begun work on nursing and related cognate courses.
- Creating the URTEL committee (now renamed the Distance and Distributed Learning Committee) to oversee the funding for the development of distance and distributed learning courses. This committee has worked to create a systematic approach to the development and delivery of such courses, with changes in the criteria for funding courses, and with the allocation of the responsibilities for the funding away from individual professors to the faculties. In 2010-11, twenty new online courses, two new televised courses and one new blended course were developed.
- Delivering the following online and televised course offerings (figures do not include First Nations University of Canada courses):

	Courses	Total Enrolments
Online	64	1761
(Increase year over year)	9.3%	19.8%
Televised Courses	12	1030
(Increase year over year)	20%	13%

In 2011-12, the Institutional Capacity Building Phase will begin, which aims to make structural and procedural changes across the University to support campus-wide engagement in distributed learning and teaching models.

B. Our people: engagement, diversity, success and esteem

Goal B1 – Build long-term relationships with First Nations and Métis communities.

- B1.1 Working collaboratively with First Nations and Métis communities, develop a comprehensive plan to build long-term relationships, to address First Nations and Métis peoples' needs, and to reflect their cultures across program areas and campus life.
- B1.2 Prepare *all* our students to live in a Saskatchewan where First Nations and Métis peoples achieve their rightful place in society and the economy, and where their cultures are celebrated.

Measure: Number of (self-declared) Aboriginal students, total university

	Undergraduate	Graduate	Total
2010	980	55	1,035
2009	1,008	61	1,069
2008	988	53	1,041
2007	929	35	964
2006	970	7	977
2005	865	8	873
2004	779	5	784

The number of self-declared Aboriginal students at the University of Regina, including the federated colleges, as of the end of the fall term. The counts underestimate the actual number of Aboriginal students enrolled. Underestimates will be larger in earlier years because self-declaration was not conducted before fall 2003 and these data are usually collected at the point of application. Prepared by the Office of Resource Planning, June 21, 2011.

Goal B2 – Make the transition into university seamless; enhance accessibility and flexibility; expand early-awareness and transitional programming; and ensure that appropriate supports are in place for students with special needs.

- B2.1 Invest in early-awareness and transitional programming to stem the loss of capable students.
- B2.2 Work with SIAST, school divisions, and other educational partners to make transitions among our programs transparent and flexible.
- B2.3 Streamline our application and admissions processes in order to support the transition to university.
- B2.4 Promote our pre-professional programs.
- B2.5 Provide appropriate supports to students with special needs.

Measure 1: Outcomes from the joint Transitions Committee with regional school divisions

The University/School Divisions Transition Committee was formed in 2009 with senior representation from Regina Public Schools, Regina Catholic Schools, Prairie Valley School Division and the University. The committee facilitates increased successful transition of Regina-area secondary school students to the University of Regina. The committee believes this goal can best be accomplished through shared dialogue and collaborative actions. A jointly appointed consultant directs the work of the committee, implements the annual work plan and measures outcomes. The committee has grown to 19 members and includes membership from the University's federated colleges.

During 2010-11, the committee pursued the following objectives to:

1. Enable Regina area school divisions and the University of Regina to better understand the other's learning environments and desired outcomes.
2. Initiate professional dialogue and learning between area high school teachers and University instructors.
3. Promote appropriate learning experiences on campus for Regina area students.

4. Guide Regina area school divisions and the University in implementation of the University of Regina Accelerated Program and in establishing dual credits.
5. Gather information from Regina area students who have been through the transition process, both those who handled it successfully and those who did not.
6. Ensure that all Regina area students, regardless of background, are being encouraged to explore a post-secondary education.

During 2010-11, the consultant and the committee pursued several initiatives to support attainment of these objectives. These include, but are not limited to the following: hosting a two day student conference for grade nine Aboriginal students; collaborating on a research project – 'Transitioning with Success'; a study of former Regina area secondary students entering their second year at the University of Regina; presenting research results and promoting dialogue to University and community groups; hosting gatherings on aboriginal education to promote shared dialogue and action; facilitating community workshops to gather input on the University's academic program review; facilitating dialogue on subject area curriculum with the University, secondary school educators and the Ministry of Education; enhancement of University of Regina accelerated programming and dual credits.

Measure 2: Undergraduate retention rate from year 1 to year 2

A measure of student experience is the percentage of students in first-year studies who return to the University the following year to enrol in at least one course. The following table shows that the University of Regina is steadily improving retention rates which in 2009-10 have reached 93 % of the national median. Further initiatives in providing early intervention initiatives, especially to first year students experiencing academic difficulties and the new UR Guarantee program, will together continue to improve these figures.

Returning Year	Retention rate (percentage)	Per cent of Maclean's median	Maclean's issue date (November)
2009-10	78.4	93	2010
2008-09	78.9	93	2009
2007-08	75.4	89	2008
2006-07	75.7	88	2007
2005-06	74.6	86	2006
2004-05	77.2	88	2005
2003-04	77.6	89	2004
2002-03	75.9	88	2003

Data sources: Maclean's magazine, annual university ranking issues. Results are published in the November issue for the previous year and thus are available only with a one year lag. This indicator was introduced by Maclean's in the 2003 rankings issue.

Goal B3 – Improve the university experience for students, and foster a stronger campus community and spirit. Provide more scholarship and bursary support. Increase the amount of funding available to both undergraduate and graduate students.

- B3.1 Emphasize excellent, prompt service interaction with students.
- B3.2 Foster a campus community that is cheerful and welcoming.
- B3.3 Endeavour to provide more on-campus housing.
- B3.4 Re-examine hours of operation and our services to students and visitors during evenings and weekends.
- B3.5 Increase alumni engagement.
- B3.6 Increase scholarship and bursary funding available to our students.

- B3.7 Strengthen graduate education and research by allocating funding sufficient to attract and retain highly qualified graduate students.
- B3.8 Increase participation in recreation and athletics.
- B3.9 Improve the quality of our food services.
- B3.10 Improve the availability and attractiveness of campus gathering places.

Measure 1: Outcome from annual CUSC survey: the percentage of students who are satisfied with their decision to attend the university.

	University of Regina	Other mid-sized universities
First year students		
2010	95	91
2007	95	90
2004	92	90
2001	95	92
Graduating students		
2009	90	91
2006	92	89
2003	90	86
2000	88	85
All undergraduates		
2011	92	89
2008	90	91
2005	91	89
2002	91	88

Data sources: Annual reports and data files prepared for the Canadian University Survey Consortium (CUSC) by PRA Inc. Percentages are based on those who offered a rating. University of Regina results are excluded from the "other mid-sized universities" results.

The University's results on this satisfaction measure in the 2011 CUSC survey have increased relative to the previous surveys of University of Regina undergraduate students taken in 2002, 2005 and 2008. The result for University of Regina students is three percentage points higher than participating universities in the comparator CUSC group.

Measure 2: Development, approval and application of a new Campus Master Plan

The campus master plan project was initiated in December 2009 and phases 1 (Reconnaissance and Visioning) and 2 (Concept Development) were completed last year. Phase 3 (Plan Development) is complete and Phase 4 (Master Plan Report) was approved by the Board of Governors in December 2010. The final report will be provided to the Board of Governors in fall 2011. The new campus master plan aligns with the University's strategic plan and will be used to guide the future growth and physical development of the University improving the students' experience and the availability and attractiveness of campus gathering places in order to foster a stronger campus community and spirit.

Goal B4 – Increase our administrative efficiency and enhance productivity.

- B4.1 Promote a culture of administrative excellence by striving to improve the efficiency of administrative processes. Review processes to ensure that they support our core mission of teaching, research and public service. Change or eliminate them if they do not.
- B4.2 Invest in appropriate technology to support the core mission.
- B4.3 Initiate an external review of our organizational structure to determine whether the structure is suited to our needs. If it is not, change it.

Measure: Outcomes from the work of the Administrative and Organizational Structure Review and other steps to improve administrative efficiencies

The Administrative and Organizational Structure Review Committee carried out a variety of consultations with different groups and individuals on campus over the last year, including with the University Executive Team, the Associate Vice-President (Academic), the Associate Vice-President (Student Affairs), the Associate Vice-President (Facilities Management), Deans' Council, and various administrative groups. In addition, a supporting webpage was created, and email feedback was solicited from staff. These consultations were about two specific reviews (the reporting structure of the Director, Enterprise Risk Management and the reporting structure and policies of Food Services), as well as for general consultations on administrative policies, procedures and structure. In addition, a variety of data was gathered on organizational structures at comparator universities in Canada.

The committee issued three reports:

- A report with "Recommendations on the Reporting Structure of the Director, Enterprise Risk Management" was given to the President in August 2010.
- Although the Committee was initially asked by the Vice-President (Academic) to consider the reporting structure of various ancillary services, that request was withdrawn. In subsequent discussions with the University Executive Team and the Administrative Review Committee, the focus turned to the reporting structure and policies of Food Services (both within the University structure and overall food delivery on campus), and of the University Club. On March 24, 2011, the committee submitted a "Report on the Food Services Reporting Structure and Policies" to the President.
- As the committee worked on these reviews, it turned to wider consultations within the University community, and heard many concerns about administrative policies, processes and structure. After a year of consulting and exploring, the committee has a better understanding of some of the crucial issues around the University's administrative structure and how the committee could successfully contribute to the University, despite having limited resources at its disposal. This understanding has led to the recommendations in its most recent report, "Recommendations around the University of Regina's Administrative Structure, Administrative Review Process, and Policies and Procedures." This report was submitted to the President on April 14, 2011 and discussed soon afterwards by the University Leadership Team and presented to Executive of Council on May 25, where it was vigorously discussed. This report forms the basis for new initiatives planned for 2011-12.

Goal B5 – On a foundation of positive and open employee relations, provide freedom and opportunity for staff to grow, excel, and be esteemed and recognized.

- B5.1 Work collectively to improve the bonds between administration and staff.
- B5.2 Build a culture of openness and trust in which all who work for the University have the opportunity to excel in their careers, be valued for their contributions, and be recognized for their successes.

Measure: Administration of the employee engagement survey, analysis of the results, action and evaluation of improvements

A University wide employee engagement survey was conducted in winter 2010 and the results were shared with members of the University Leadership Team at its retreat in August 2010. The University-wide participation rate of 53.2 per cent was exceptional and the results of the survey were shared with staff. Academic, administrative and research units have been developing plans to either maintain or improve the results in the next survey.

A number of initiatives have begun in response to the survey results. Improved performance management was identified in the employee engagement survey and the University has begun training managers and supervisors on their responsibilities in the performance management process. The University implemented phase 1 of the out-of-scope pay for performance system, linking the goals of the organization to performance and rewards. Phase 2 will further refine the process. Work has been done on the development of strategic and operational plans in academic, administrative and research units to ensure staff see the linkage between

their work and the University of Regina strategic plan. The goal is to maintain the high response rates and high levels of employee engagement leading to the next survey.

Goal B6 – Continue to build a friendly, diverse, safe and tolerant campus. Respect work-life balance and pay particular attention to the marginalized, the vulnerable and the disadvantaged.

- B6.1 Take measurable steps to build a campus environment that is friendly, that celebrates diversity, and that embodies tolerance and respect.
- B6.2 Promote a healthy work-life balance for all who work and study here.
- B6.3 Recognize and address the particular needs of minorities.
- B6.4 Make the University a safe and welcoming place for sexual minority and gender variant staff and students.
- B6.5 Build a representative workforce.

Measure: Creation and implementation of an Employee Diversity Plan

The Human Resources strategic plan includes the goal: "In a collaborative manner, develop and foster a culture that promotes and supports diversity and full participation of all groups from our diverse community." The associated action items to accomplish this goal are:

- Targeted recruitment initiatives to increase the number of applicants from the designated groups;
- Delivered aboriginal awareness education to staff;
- Engaged with Community Based Organizations;
- Implemented apprenticeship program for four trades (electrician, plumber, carpenter and painter);
- Participated in career fairs to raise profile and promote the University;
- Worked with diversity groups to distribute the University's job postings to their members; and,
- Audited the employment equity initiatives under the Government of Canada Federal Contractors Program for Employment Equity.

C. Our communities: presence and partnerships

Goal C1 – Raise the profile and increase the presence of the University regionally, nationally, and internationally. Promote community involvement of University personnel by redoubling our efforts to showcase the pursuit of excellence in teaching, research and administration.

- C1.1 Work with guidance counsellors and school principals to recruit more Regina and Saskatchewan students, including the highly accomplished.
- C1.2 Engage with and address the needs of Saskatchewan cities, towns, and rural and northern communities.
- C1.3 Using the institution's new brand, build on the strategic enrolment management work done over the past two years to implement a comprehensive marketing and student recruitment strategy.
- C1.4 Raise our profile by focusing on our successes in teaching and research, and promote community involvement of University personnel on the basis of these successes.
- C1.5 Make our campus easier for visitors to navigate.

Measure: Survey results of public reputation

The University conducts surveys of public opinion in Saskatchewan regarding the University's reputation and perceived performance. To minimize costs and capture noteworthy changes in public perceptions, these surveys are conducted to measure against benchmarks.

In fall 2009, the University introduced its new brand/visual identity, the UR Guarantee program, and implemented its institutional marketing plan. To gauge the change in public perception since the introduction

of these initiatives, the University conducted a brand perceptions survey focused on southern Saskatchewan which measured:

- Perceptions of the University of Regina among prospective students and their parents;
- Familiarity and impressions of the UR Guarantee program;
- Respondents' top choices of post-secondary institutions; and,
- Recognition and recall of University advertising.

As part of the University's marketing capacity, social media has become an increasingly important tool for the University to measure, engage and cultivate relationships with its stakeholders. Every day the University uses its official Facebook site, Twitter page and blog to engage in interactive online dialogue with potential students, alumni, the general public, faculty, staff and existing students. Visitors share ideas and experiences with each other and, in the process, strengthen the connection between campus and the world. These interactions not only build the University's reputation for excellence, they strengthen the University of Regina's relationship with the people it serves locally, provincially, nationally and internationally, creating advocates for the institution.

Goal C2 – Enhance collaboration with and between First Nations University of Canada, Campion and Luther Colleges, the Institut français, and the Gabriel Dumont Institute.

- C2.1 Through relationship building, engage with and meet the diverse needs of the larger community.
- C2.2 With on-campus partners, collaboratively develop strategies to attract First Nations and Métis, francophone, and international students, including international Aboriginal students.

Measure: Development and implementation of collaborative strategies and agreements

The University completed a new academic agreement with Campion and Luther colleges in fall 2010. This signed agreement builds on the renewed sense of collaboration between the University of Regina and the two federated colleges.

Guided by the Memorandum of Understanding signed by First Nations University of Canada (FNUUniv), the University, the Provincial Government and the Federation of Saskatchewan Indian Nations in March 2010, the University signed three agreements on April 30, 2010 that would contract the University to support FNUUniv's work to develop internal management and administrative capacity over the next four years to enable FNUUniv to resume autonomous administration of its operations and finances by 2014. The Liaison Office Agreement and the Funding Agreement outlined the relationship and the obligation of all parties for the first year of this relationship. The Administrative Services Contract took effect on April 1, 2011 and defines the relationship between the University and FNUUniv through to 2014.

Under the Liaison Office and Funding Agreements, the University supported its federated college, FNUUniv, in restructuring its operations by addressing a \$3.0 million deficit. It also worked to improve internal management policies, procedures and governance practices and to re-establish both federal and provincial funding for FNUUniv's next fiscal year. Funding for 2011-12 was restored. Also, all conditions precedent required to start the second phase of the four year commitment made by the University were met by all parties involved. FNUUniv and the University continue to work to ensure FNUUniv can resume autonomous administration of its operations and finances in 2014. A strategic plan is being developed, critical positions are being filled permanently, and funder and student confidence is being restored through improved governance and the development, approval and implementation of policies and procedures.

The Associate Vice-President (Academic) has been working with the Acting Director of the Institut français to determine an enhanced teaching and research role for academic staff currently working in the Institut. Discussions are underway, and consultations with representatives from the francophone community are being held on francophone education at the University of Regina. Much of this discussion centers on the Bachelor of Arts in French, the baccalauréate en éducation, and certificate programming. The goal is to meet the needs of present and future students with programming that is suitable and flexible, delivered in a cost-effective way, and aligned with appropriate administrative structures.

The Associate Vice-President (Academic) has also initiated closer contact with the Gabriel Dumont Institute (GDI) and with the Saskatchewan Police College, both of which are located on campus. Policing and justice remain important academic themes for this University, and form the basis for a number of promising research initiatives. Similarly, the University's strategic plan clearly signals the importance to the University of establishing close links with the Métis communities of the province, many of whom are served by the GDI and its programs.

Goal C3 – Engage in educational, research, and human resource development partnerships with other educational entities, businesses, professions and community groups.

- C3.1 Foster partnerships in education, research, and human resource development with other educational entities, local and regional businesses, professions, and community groups with the objectives of increased local knowledge, more investment in the local community, development of a shared vision, and capacity-building for social inclusion and sustainability.
- C3.2 Through these partnerships, develop joint institutes, share faculty, researchers, and staff, and develop other areas of cooperation.
- C3.3 Expand activities that make our expertise available to the public at large.

Measure: Establishment of new research institutes, community outreach activities, and partnerships with organizations in the business and voluntary sectors

- The Saskatchewan Justice Institute (SJI) was established as a Tier-I research centre for the purpose of promoting research excellence in the investigation of complex justice issues occurring at the individual, institutional and systemic levels. A Board of Directors is now in place and a Director of the SJI, Dr. Ken Montgomery, has been appointed. The SJI has its main office located at 2 Research Drive in Innovation Place in the expectation of having it co-located with the forthcoming Canadian Centre for Policing and Public Safety discussed below.
- The Canadian Centre for Policing and Public Safety Centre (CCPPS) is proposed as a new Tier-I research centre initiative. The centre is envisioned as a destination site for research, education and training of professionals involved in policing, public safety and emergency measures, both nationally and internationally. There are three pillars comprising its mandate: 1) education and training; 2) research and development; and 3) innovation and commercialization. The research component will afford opportunities for standardization of a range of services, thus creating value-added efficiencies at reduced costs. The centre's commitment to innovation and commercialization, along with being a destination site for educational and training programs, will ensure revenues for self-sustainability. The CCPPS will complement and enhance the programming and services of other agencies and organizations. There have been discussions with the provincial and federal governments with resulting positive feedback. A constitution for the CCPPS is being prepared for presentation to the Board of Governors.
- A proposal has been developed and is being considered for a new institute, namely, the Institute of Energy Environment and Sustainable Communities (IEESC), which will serve to consolidate the former Office of Energy and Environment and the Centre for Sustainable Communities as a single research institute. Moreover, the IEESC, along with its mandate for new and original research, will foster linkages with the Regional Centre of Expertise for Sustainable Development on an agenda of transformative education to communities.

Other Highlights of the Year

- University of Regina enrolment increased for the second consecutive year.
- The University of Regina announced that in 2011 it would celebrate 100 Years of Excellence in Education recognizing that it was in 1911 that the first cornerstone was placed at the College Avenue campus – a foundation for education in Regina over the past century.
- More than 2,225 students convoked from the University of Regina at its spring and fall ceremonies held in June and October 2010.
- The University accepted the first intake of students into the UR Guarantee program. The program guarantees students a successful career launch following the completion of their undergraduate degree.
- The University of Regina and Saskatchewan Institute of Applied Science and Technology formalized the Saskatchewan Collaborative Bachelor of Science in Nursing. The program will be offered in the fall of 2011 and will ensure students go on to help Saskatchewan meet its future health care needs.
- The Faculty of Kinesiology and Health Studies welcomed Dr. Paul Bruno as the newly appointed Chiropractic Research Chair in Neuromusculoskeletal Health.
- The Faculty of Arts welcomed Dr. Rick Ruddell as he was named the new Law Foundation of Saskatchewan Chair in Police Studies.
- The University announced the renewal of three Tier-I Canada Research Chairs (CRC) in the fall of 2010: Dr. Shadia Drury (Arts), Dr. Gordon Huang (Engineering), and Dr. Peter Leavitt (Science), and the addition of one CRC, Dr. Sandra Zilles (Science). As a result, the University will receive \$4.7 million over seven years to support CRC research.
- The University of Regina announced a commitment to increase student support through the Centennial Matching Scholarship Fund. Throughout 2011, individual donors who support students will be matched dollar-for-dollar by the University up to the first \$10,000. The aim is to create \$1 million in new awards to support students.
- The University of Regina and the University of Saskatchewan signed a memorandum of understanding to create the Saskatchewan Energy Innovation Alliance, a project-driven, interdisciplinary partnership that will establish a network of partners involved in clean energy solutions to meet energy demands in Saskatchewan and across Canada.
- In August 2010, a documentary film produced by fourth-year journalism students at the University of Regina won a national award at the Human Rights DocFest in Toronto, put on by Journalists for Human Rights. *Denendeh* is a film about how “forced isolation and assimilation of aboriginal peoples stole their identity and independence in the Saskatchewan community of La Loche.”
- In September 2010, University of Regina faculty members received over \$240,000 from the Social Science and Humanities Research Council for research in a wide range of areas, including homelessness and incarceration of aboriginal women, local water governance, and contemporary african cinema.
- Dr. Andrew Freywald at the Department of Chemistry and Biochemistry received \$343,962 to examine what drives the aggressive behaviour in breast cancer cells. His research project will study the molecular mechanism triggering breast cancer invasiveness, which is responsible for more than 90 per cent of breast cancer-related deaths. The funding was provided by the Canadian Institutes of Health Research and the Canadian Breast Cancer Research Alliance.

- As a result of the generosity of a former Regina resident, William Borden Ingram, the University received over \$1.2 million, the largest estate gift received in the University's history. This gift will provide many students with future financial support.
- President Timmons was appointed Vice-President-Canada Region of the Inter-American Organization for Higher Education (IOHE). IOHE is the only university organization that spans all of the Americas. The organization is committed to strengthening and recognizing the contribution of higher education to the sustainable development of the peoples of the Americas. It is currently comprised of more than 400 institutions representing more than seven million university students and 600,000 professors in 26 countries.
- University of Regina professor Dr. Morina Rennie was the first recipient of a new research support initiative of the Institute of Chartered Accountants of Saskatchewan (ICAS). As the ICAS Scholar, Rennie will conduct research in four areas during the coming year: the history of the Canadian public accounts; financial reporting for private companies; effective corporate governance, and, auditor/client relationships.
- Former Regina resident Verna Mae Martin gifted the University of Regina nearly \$400,000 in December 2010 to create the Verna Martin Memorial Scholarship in Doctoral Studies. This is the first endowed award of its kind for the University.
- Students from the University of Regina's Paul J. Hill School of Business came in first place in Canada's premier undergraduate business case competition in January 2011. They placed first in the business ethics competition at the Inter-Collegiate Business Competition at Queen's University in Kingston, Ontario.
- In early 2011, researchers from the Saskatchewan Population Health and Evaluation Research Unit, an interdisciplinary research unit with the University of Regina and University of Saskatchewan, were granted \$750,000 over three years from the Saskatchewan Health Research Foundation to help reduce health inequities in Saskatchewan's most vulnerable populations, including children and both aboriginal and non-aboriginal seniors, in rural and remote communities as well as urban environments.
- Researchers at the University of Regina were granted over \$138,000 by the Canada Foundation for Innovation for two innovative research projects, one in new media technology and the other in advanced global positioning technology. This award, provided through the Leaders Opportunity Fund will be used in the development of two state-of-the-art research laboratories.
- In March 2011, the University of Regina was accepted into the Agence universitaire de la francophonie (AUF). The AUF is a growing network of 774 member institutions, located in 90 countries around the world, mandated to support research and education in French. The AUF supports a number of cooperative programs in a wide range of academic fields, especially in support of north-south development initiatives.
- The University of Regina and Hunan University in China put forward an application to co-establish a Confucius Institute in Regina. The joint proposal for a Confucius Institute was approved by Hanban, the Confucius Institute Headquarters in Beijing in March 2011. The co-establishment of a Confucius Institute (only the 10th in Canada) builds on the long-term partnership between the two universities. The non-profit, public institution will promote Chinese language and culture, and provide instruction and support for academic interests in the areas of Chinese language, history, cultural diversity, artistic traditions and business practices.
- In March 2011, the Institut français hosted for the first time in Saskatchewan, a lecture in the prestigious Trudeau Foundation Lecture Series.

- Researchers Dr. Raman Paranjape and Dr. Luigi Benedicenti, along with doctoral candidate Craig Gelowitz, developed a computer technology used to track city buses. The technology, known as "TransitLive", was designed to make public transit easier to use and manage. These researchers won the prestigious 2010 Project Award from the Association of Professional Engineers and Geoscientists in Saskatchewan and the 2011 Award of Innovation for their TransitLive computer technology.
- The Johnson-Shoyama Graduate School of Public Policy, a joint School of the University of Regina and the University of Saskatchewan, continues to thrive. Enrolments in the Masters and PhD programs total over 200 (120 in Regina, 80 in Saskatoon). The School placed 22 students in internships this year with the federal, provincial and municipal governments, and attracted \$750,000 in training and development grants from various levels of government. The School trained over 600 provincial public servants in 2010-11 ranging from deputy ministers to new civil servants. The School has also developed an enrolment plan that commits it to 20% international enrolment.
- The nationally accredited Clinical Psychology graduate program has built an international reputation for its unique strengths in the area of health psychology. It now has approximately 50 students, many of whom have obtained national funding for their research. Faculty and students in the program have obtained approximately \$6.0 million in external grants to study clinical aspects of pain, and have received multiple achievement awards for their work, including the Fellowship of the Royal Society of Canada and Fellowship of the Canadian Academy of Health Sciences.

Enterprise Risk Management

Enterprise Risk Management (ERM) is a comprehensive process used to manage risks and opportunities across an entire organization. As a process, ERM is designed to assist organizations in identifying, assessing, prioritizing and responding to the key risks and opportunities that are most likely to have an impact on strategic success. By assembling a list of the organization's key risks and opportunities and by developing strategies to manage these risks, ERM can bring value to an organization by helping to remove the barriers to strategic success. The process also provides senior management and the Board of Governors with the benefit of knowing that key risks and opportunities have been identified and are being actively managed. By understanding and managing its key risks and opportunities, organizations can more effectively ensure strategic success.

During the fall of 2010, the University undertook a process to renew its risk register. The process involved senior management at the University and was designed to capture the list of existing and emerging risks and opportunities. The results of this process, the top ten residual risks facing the University, are listed in the accompanying table. Residual risk refers to the remaining risk once existing risk mitigation measures are taken into account. It is this group of risks on which the University will focus.

As part of the process undertaken in 2010 to renew the University's risk register, each of the key risks has been assigned an owner. Each of the risk owners will be responsible for coordinating the University's mitigation efforts for the assigned risk. Risk mitigation reports for each of the top ten risks will be provided to senior management and the Board of Governors during 2011-12 allowing senior management and the Board of Governors to assess the mitigation measures and the degree to which each of the top risks has been addressed.

Fall 2010 University of Regina Risks Register (residual risk)

Ranking		Risk	Description
2010	2008		
1	34	Failure of a <i>key partnership</i>	Risk of damaging an important partnership or damage to an important partner
2	20	Strained <i>government relations</i>	Failure to maintain a productive working relationship with federal, provincial or municipal governments
3	4	Risk of inadequate <i>funding</i>	A reduction in government, tuition-based or research funding, or a reduction in funding derived through fundraising activities
4	7	Inability to effectively <i>manage change</i>	Failure to identify and respond to opportunities and risks facing the University in a timely and deliberate manner
5	1, 2	A reduction in <i>student enrolment, recruitment or retention</i>	Failure to increase enrolment through effective student recruitment and once enrolled, failure to retain existing students
6	43	Lack of an effective <i>performance management system</i>	Failure to provide performance feedback and appropriate incentives for staff which in turn impedes the University's ability to achieve its strategic plan

7	61	Risk of a serious event of <i>fraud and other malfeasance</i>	Failure to protect the University against a significant incidence of fraud, theft or other malfeasance
8	13, 19	Inability to support faculty, staff and students due to the lack of adequate <i>technology infrastructure and data/ records management</i> systems	Failure to provide the technical systems that support teaching and learning, research, administration, effective decision making, and accountability in order to meet legislative and operational requirements
9	45	Turnover in key <i>leadership</i> positions	Due to turnover in key leadership positions, failure to advance the strategic plan of the University
10	31	Ineffective <i>communications</i>	Failure to communicate in an accurate, deliberate and consistent manner which reduces support or negatively impacts the institution's ability to achieve its strategic plan

Management Discussion and Analysis

University Environment

The University of Regina benefitted from being in a province and country that were prospering relative to the rest of the world. While many Canadian post-secondary institutions experienced operating deficits, pension fund shortfalls, and financial constraints, the University minimized these challenges through a combination of increased tuition revenue, careful control of expenditures, and government investment. As a result, the University was able to continue its progress towards achievement of the objectives identified in the 2009-2014 strategic plan.

Enrolment increased for the second straight year, this year by more than 3%. Newly created programs such as the nationally recognized UR Guarantee, together with investment in recruitment and retention, have shown clear results. Further investments in the UR International Office and overseas partnerships have increased overall international enrolment and tuition revenue.

During the year, the University assisted FNUUniv through two different contractual arrangements. For the period April 1, 2010 to March 31, 2011, the University acted in a Liaison Office capacity providing advice and assistance while FNUUniv stabilized. On April 1, 2011, the University of Regina began administering a three year Administrative Services Contract whereby more direct financial administration and control will be exercised to assist FNUUniv's financial results.

Through sound financial management over the years, the University of Regina pension plans have not been an issue as is the case at most Canadian universities and other public institutions. The two University pension plans (Academic and Administrative Group and the Non-Academic Group) filed an actuarial valuation for the pension plan year ending December 31, 2009 with the Saskatchewan Superintendent of Pensions and Canada Revenue Agency. The Non-Academic Pension Plan had a neutral going-concern position and the Academic and Administrative Pension Plan had a going-concern surplus position of \$2.92 million.

The ancillary budgets have had a positive year and are performing above target. After years of large deficits, the food service operation has achieved a balanced position. A new food service contract and contractor (Chartwells) has been engaged, effective June 1, 2011. The residences are fully occupied and are generating revenues that exceed those specified in the long-term business plan.

Financial Highlights

Overall, the University shows a healthy fund balance of \$229,465,000. Of this amount, \$27,468,000 is permanently restricted in the Endowment Fund, \$50,564,000 is temporarily externally restricted in the Restricted Fund for Capital, Research and Trust, and \$150,905,000 is invested in Capital Assets, which is included in the Internally restricted fund balance.

As a whole, the University recorded revenues of \$221,333,000, expenses of \$229,643,000 and an overall net decrease in fund balance of \$8,310,000.

The General Fund is composed of the Operating Fund, Vacation Pay and Pension Accrual Fund, Ancillary Fund, and Special Projects Fund. Within the General Fund, management focuses much of its time on budgeting and monitoring the General – Operating Fund to ensure the University continues as a strong, vibrant organization, keeping tuition costs within manageable limits.

In the General – Operating Fund, the total provincial operating funding for 2010-11 of \$88,769,666 (excludes provincial funding for scholarships and nursing) represents approximately 60% of the University's General – Operating Fund revenue. This level of funding enabled the University to keep tuition and course fee increases to approximately 5% on average. Two funding challenges were that 52% of the cash portion of the sustaining capital grant was re-directed to the operating grant and TEL (technology-enhanced learning) funding of \$981,000 was eliminated. A new Faculty of Nursing was created during the fiscal year and the provincial government provided funds of \$750,000 to assist in the start-up phase which included hiring a Dean to develop the program.

The University General – Operating budget in 2010/2011 was balanced and the year ended with a small surplus. In addition to the small surplus, a number of one-time investments were funded to support upcoming initiatives and opportunities. Targeted projects that were funded include: aboriginal initiatives; fundraising campaign expenses; planning studies and design for the College Avenue Campus revitalization project; and a new residence financing request for proposal.

In short, the University is in a sound financial position. It has had many years of balanced General – Operating Fund budgets. It has eliminated all of its operating debt. It retains only that debt fully supported by an approved business plan, as with the residences. The pension plans are fully accepted by the Superintendent and other approval bodies.

Table 1 provides the financial results of the General – Operating Fund regrouped to be comparable to the University's method of budgeting. The presentation of these results does not follow generally accepted accounting principles as published by the Canadian Institute of Chartered Accountants in that transfers are treated as revenues, and recoveries which are include internal recoveries which are netted against expenses in the audited financial statements.

The Net Operating Position in Table 1 equals the audited Net increase in fund balance for the General – Operating Fund, as found in Statement 4 of the University's full, audited financial statements.

The Budget shown in Table 1 is different from the General – Operating Fund budget disclosed in Note 15 – Budget Versus Actual for 2011 in the full, audited financial statements as it includes budget adjustments made during the year. Also, the budget amounts in Note 15 have been regrouped to be comparable to the audited financial statements.

Significant variances are described following the table.

Table 1: Financial Analysis

	2009-10 Actual	2010-11 Actual	Variance	% Change		2010-11 Budget	2010-11 Actual	Variance	% Change
INCOME									
GOVERNMENT GRANTS	89,708,398	93,433,761	3,725,363	4.15%		93,451,545	93,433,761	(17,784)	-0.02%
STUDENT FEES	42,193,426	47,576,225	5,382,799	12.76%		47,753,006	47,576,225	(176,781)	-0.37%
OTHER INCOME	415,185	452,564	37,379	9.00%		387,000	452,564	65,564	16.94%
TRANSFERS	2,093,401	1,838,909	(254,492)	-12.16%		1,841,453	1,838,909	(2,544)	-0.14%
TOTAL NON-GRANT REVENUE	44,702,012	49,867,698	5,165,686			49,981,459	49,867,698	(113,761)	
OPERATING RECOVERIES	14,492,081	15,823,605	1,331,524	9.19%		12,143,659	15,823,605	3,679,946	30.30%
TOTAL INCOME	148,902,491	159,125,064	10,222,573			155,576,663	159,125,064	3,548,401	
EXPENDITURE									
SALARIES AND BENEFITS	111,699,817	119,028,601	(7,328,784)	-6.56%		118,236,185	119,028,601	(792,416)	-0.67%
UTILITIES	6,366,193	6,907,526	(541,333)	-8.50%		6,884,470	6,907,526	(23,056)	-0.33%
OTHER EXPENDITURES	30,709,681	33,132,980	(2,423,299)	-7.89%		30,456,008	33,132,980	(2,676,972)	-8.79%
TOTAL EXPENDITURES	148,775,691	159,069,107	(10,293,416)	-6.92%		155,576,663	159,069,107	(3,492,444)	-2.24%
NET OPERATING POSITION	126,800	55,957	(70,843)			-	55,957	55,957	

2010-11 Actual Compared to 2009-10 Actual

Government Grants: While the combined operating and sustaining grant was net neutral to the University budget overall, the operating portion increased by approximately 4.15% or \$3.7M.

Student Fees: The combination of a general fee increase of approximately 5%, enrolment increases of more than 3%, and international fee increases from 2.6 times domestic to 3.0 times domestic resulted in a 12.76% increase in student fees or \$5.4M.

Operating Recoveries: There were a number of increased recoveries due to activity resulting from the new FNUUniv Agreements, contract teaching in the Centre for Continuing Education and the Faculty of Education, and services provided to partner agencies. This resulted in an increase 9.19% or \$1.3M.

Salaries and Benefits: The total cost of salary increases (i.e. cost of living, performance, career growth) and several additional positions for the new Faculty of Nursing resulted in a total increase of 6.56% or \$7.3M.

Utilities: Commodity cost increases and the new Research and Innovation Centre being fully occupied resulted in increased utility costs of 8.5% or \$0.5M.

Other Expenditures: Inflation in the remaining areas of University operations plus increased activities in areas such as FNUUniv assistance, nursing and increased enrolment resulted in an increase in general expenditures of 7.89% or \$2.4M.

2010-11 Actual Compared to 2010-11 Budget

Operating Recoveries: All of the variances can generally be attributed to increased activity levels in the Centre for Continuing Education and Nursing. The operating recovery increases of \$3.7M are generally reflected in the increased expenditures for this additional work of \$3.5M.

Student Fees: There appears to be a small decrease in student fees received relative to budget. While this is accurate in this category, there was a significant increase in teaching; however, most of this teaching occurred through the Centre for Continuing Education and is reflected in the increase in operating recoveries in the previous section.

University of Regina

Report of the Independent Auditor on the Summary Financial Statements

For the Year Ended April 30, 2011

To: The Members of the Legislative Assembly of Saskatchewan

The accompanying summary financial statements, which comprise the summary statement of financial position as at April 30, 2011, the summary statements of operations and changes in fund balances and cash flows for the year then ended, and related notes, are derived from the audited financial statements of the University of Regina for the year ended April 30, 2011. We expressed an unmodified audit opinion on those financial statements in our report dated July 19, 2011.

The summary financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial statements of the University of Regina.

Management's Responsibility for the Summary Financial Statements

Management is responsible for the preparation of a summary of the audited financial statements on the basis described in the Notes.

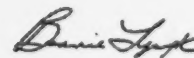
Auditor's Responsibility

Our responsibility is to express an opinion on the summary financial statements based on our procedures, which were conducted in accordance with Canadian Auditing Standard (CAS) 810, "Engagements to Report on Summary Financial Statements."

Opinion

In our opinion, the summary financial statements derived from the audited financial statements of the University of Regina for the year ended April 30, 2011 are a fair summary of those financial statements, on the basis described in the Notes.

Regina, Saskatchewan
July 19, 2011



Bonnie Lysyk, MBA, CA
Provincial Auditor

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at <http://www.uregina.ca/fs> and choosing the 'Financial Statements' link.

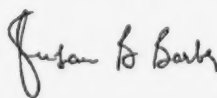
University of Regina

Summary Statement of Financial Position

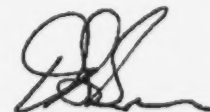
As at April 30, 2011

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2010
Current Assets					
Cash	\$ 4,443	\$ 5,830	\$ -	\$ 10,273	\$ 4,216
Accounts receivable	13,996	8,546	-	22,542	16,265
Inventories	1,989	-	-	1,989	2,226
Prepaid expenses	745	25	-	770	951
Short-term investments	2,172	1,767	-	3,939	19,968
	<u>23,345</u>	<u>16,168</u>	<u>-</u>	<u>39,513</u>	<u>43,626</u>
Long-Term Assets					
Long-term investments	750	44,811	27,468	73,029	65,580
Long-term loan receivable	-	258	-	258	652
Accrued pension benefit asset	-	-	-	-	6,648
Capital assets	-	219,612	-	219,612	211,839
	<u>750</u>	<u>264,681</u>	<u>27,468</u>	<u>292,899</u>	<u>284,719</u>
	<u>\$ 24,095</u>	<u>\$ 280,849</u>	<u>\$ 27,468</u>	<u>\$ 332,412</u>	<u>\$ 328,345</u>
Current Liabilities					
Accounts payable and other accrued liabilities	\$ 14,402	\$ 1,508	\$ -	\$ 15,910	\$ 16,080
Deferred income	4,661	-	-	4,661	731
Current portion of long-term debt	-	2,793	-	2,793	2,559
Risk management liability	1,685	-	-	1,685	906
	<u>20,748</u>	<u>4,301</u>	<u>-</u>	<u>25,049</u>	<u>20,276</u>
Long-Term Liabilities					
Long-term debt	-	66,699	-	66,699	66,370
Due (from) to other funds	(1,018)	1,018	-	-	-
Accrual for employee future benefits	10,449	-	-	10,449	3,924
Indemnity Deposit	750	-	-	750	-
	<u>10,181</u>	<u>67,717</u>	<u>-</u>	<u>77,898</u>	<u>70,294</u>
Fund Balances					
Externally restricted funds	-	50,564	27,468	78,032	83,423
Internally restricted funds	(18,651)	158,267	-	139,616	145,087
Unrestricted funds	11,817	-	-	11,817	9,265
	<u>(6,834)</u>	<u>208,831</u>	<u>27,468</u>	<u>229,465</u>	<u>237,775</u>
	<u>\$ 24,095</u>	<u>\$ 280,849</u>	<u>\$ 27,468</u>	<u>\$ 332,412</u>	<u>\$ 328,345</u>



Chair, Board of Governors



Vice-President (Administration)

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at <http://www.uregina.ca/fs> and choosing the 'Financial Statements' link.

University of Regina

Summary Statement of Operations and Changes in Fund Balances

For the Year Ended April 30, 2011

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2010
Revenues					
Grants and contracts					
Government of Canada	\$ 2,075	\$ 15,126	\$ -	\$ 17,201	\$ 16,227
Government of Saskatchewan	90,786	16,207	-	106,993	116,857
Other	1,109	4,020	-	5,129	5,513
Student fees	47,535	61	-	47,596	42,516
Contributions, gifts, donations and bequests	819	5,938	946	7,703	8,421
Sales of services and products	27,833	874	-	28,707	26,120
Investment income and unrealized gain	122	5,377	847	6,346	8,478
Miscellaneous income	1,494	164	-	1,658	1,659
	<u>171,773</u>	<u>47,767</u>	<u>1,793</u>	<u>221,333</u>	<u>225,791</u>
Expenses					
Salaries	108,262	5,348	-	113,610	108,284
Employee benefits	29,018	467	-	29,485	20,876
Operational supplies and expenses	13,213	5,044	-	18,257	17,335
Travel	3,438	2,063	-	5,501	4,937
Cost of goods sold	4,036	-	-	4,036	3,877
Equipment, rental, maintenance & renovations	8,758	5,416	-	14,174	11,086
Utilities	6,247	74	-	6,321	5,945
Amortization of capital assets	417	13,301	-	13,718	13,001
Loss on disposal of capital assets	-	163	-	163	137
Scholarships, bursaries, prizes, grants	5,219	12,915	-	18,134	13,452
Interest and unrealized loss (gain)	2,955	2,463	-	5,418	(266)
Wascana Centre Authority levy	684	-	-	684	692
Bad debt expense	62	80	-	142	1,712
	<u>182,309</u>	<u>47,334</u>	<u>-</u>	<u>229,643</u>	<u>201,068</u>
Net (expenses) revenues	(10,536)	433	1,793	(8,310)	24,723
Interfund transfers	(182)	(847)	1,029	-	-
Net (decrease) increase in fund balances for year	(10,718)	(414)	2,822	(8,310)	24,723
Fund balances, beginning of year	3,884	209,245	24,646	237,775	213,052
Fund balances, end of year	<u>\$ (6,834)</u>	<u>\$ 208,831</u>	<u>\$ 27,468</u>	<u>\$ 229,465</u>	<u>\$ 237,775</u>

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at <http://www.uregina.ca/fs> and choosing the 'Financial Statements' link.

University of Regina

Summary Statement of Cash Flows

For the Year Ended April 30, 2011

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2010
Operating Activities					
Net (expenses) revenues	\$ (10,536)	\$ 433	\$ 1,793	\$ (8,310)	\$ 24,723
Add back items not affecting cash:					
Amortization of capital assets	417	13,301	-	13,718	13,001
Unrealized gain on investments	-	(3,140)	(561)	(3,701)	(5,384)
Unrealized loss (gain) on long-term debt	-	1,343	-	1,343	(4,524)
Unrealized loss on risk management liability	779	-	-	779	906
Unrealized foreign exchange loss (gain)	-	577	-	577	(30)
Loss on disposal of capital assets	-	163	-	163	137
Grant of assets to related party	-	2,003	-	2,003	-
Less contributions for endowment and asset purchases	-	(5,778)	(945)	(6,723)	(24,088)
(Increase) decrease in non-cash working capital	(1,470)	(332)	-	(1,802)	1,712
Decrease in accrued pension benefit asset	6,648	-	-	6,648	3,596
Increase in long-term accrual for employee future benefits	6,525	-	-	6,525	2,699
Cash generated by operating activities	2,363	8,570	287	11,220	12,748
Investing Activities					
Purchases of investments	(6,774)	(104,279)	(2,631)	(113,684)	(149,066)
Sales of investments	15,000	110,018	370	125,388	126,121
Purchases of capital assets:					
Buildings	(158)	(17,757)	-	(17,915)	(10,583)
Site improvements	-	(80)	-	(80)	(124)
Furnishings and equipment	(1,391)	(3,253)	-	(4,644)	(4,985)
Software	(56)	(50)	-	(106)	(1,435)
Library resources	(912)	-	-	(912)	(1,010)
Leasehold improvements	-	-	-	-	(348)
Sale of capital assets:					
Furnishings and equipment	-	-	-	-	11
Cash generated by (used in) investing activities	5,709	(15,401)	(2,261)	(11,953)	(41,419)
Financing Activities					
Issuance of long-term debt	-	1,800	-	1,800	1,800
Repayment of long-term debt	-	(2,581)	-	(2,581)	(2,347)
Increase in long-term loan receivable	-	(57)	-	(57)	(25)
Repayment of long-term loan receivable	-	155	-	155	110
Issuance of internal loans	(260)	260	-	-	-
Issuance of long-term indemnity deposit	750	-	-	750	-
Contributions of cash for endowments	-	-	945	945	3,378
Contributions of cash for purchase of assets	-	5,778	-	5,778	20,710
Cash generated by financing activities	490	5,355	945	6,790	23,626
Net change in cash	8,562	(1,476)	(1,029)	6,057	(5,045)
Interfund Adjustments	1,919	(2,948)	1,029	-	-
Cash, beginning of year	(6,038)	10,254	-	4,216	9,261
Cash, end of year	\$ 4,443	\$ 5,830	\$ -	\$ 10,273	\$ 4,216

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at <http://www.uregina.ca/fs> and choosing the 'Financial Statements' link.

University of Regina

Notes to the Summary Financial Statements

For the Year Ended April 30, 2011

(in thousands of dollars)

1. Criteria used to prepare the Summary Financial Statements

These Summary Financial Statements are prepared solely for inclusion in the University of Regina's Annual Report, and have been derived from the audited financial statements for the Year Ended April 30, 2011.

These Summary Financial Statements include the first three statements from the audited financial statements in full form, except that note references have been removed. Most notes included in the audited financial statements have been removed, and only a summary of significant accounting policies necessary for a general understanding of the Summary Financial Statements has been included. These Summary Financial Statements are prepared using measurement criteria found in the generally accepted accounting principles as published by the Canadian Institute of Chartered Accountants (CICA), but do not follow the disclosure requirements found therein.

Copies of the complete audited financial statements and notes are available as noted in the insert boxes, and should be referenced for a full understanding of the financial results of the University of Regina.

2. Significant Accounting Policies of the Summary Financial Statements

The University follows the restricted fund method of accounting for contributions. As such, resources are classified for accounting and reporting purposes into funds in accordance with specified activities or objectives. The University has classified accounts with similar characteristics into major funds as follows:

- i) The General Fund accounts for the University's program delivery, service and administrative activities that are funded by tuition and related fees, government grants and other income. It also includes the University's self-funding free-for-service Ancillary funds and the Special Project funds used to track revenues and expenditures for consulting, training, time-limited and other projects. The General Fund also holds the accrued pension benefit asset or liability related to the three University-sponsored defined benefit pension plans: The Pension Plan for the Academic and Administrative Employees of the University of Regina, the University of Regina Non-Academic Pension Plan, and the University of Regina Supplementary Executive Retirement Plan.
- ii) The Restricted Fund reports grants, gifts, interest and rental income used to acquire capital assets and repay long-term debt on certain capital assets. It also includes grant and contract income and expenses specifically identified for research or related activities as restricted by granting agencies, research institutes and other public and private organizations. The Restricted Fund also holds in trust externally restricted resources that may be used in their entirety within the restrictions established by the provider of the funds, which are generally for the provision of scholarships or annual lectures.
- iii) The Endowment Fund reports resources contributed for endowment. Restrictions placed on the fund by the original provider preclude the original fund balance from being spent.

3. Presentation

Certain numbers have been reclassified to conform to current year's presentation.

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at <http://www.uregina.ca/fs> and choosing the 'Financial Statements' link.

University of Regina Board of Governors

Kyle Addison

President of the Students' Union

Susan Barber, Q. C.

Chair

Public representative

Brenda Barootes

Public Representative

Luigi Benedicenti

Faculty representative

(from July 1, 2010)

Lee Elliott

Public representative

Ben Grebinski

Senate representative

Patrick Maze

Senate representative

(from July 1, 2010)

Paul McLellan

Public representative

Stuart Pollon

Public representative

(from April 14, 2010)

William F. Ready, Q. C.

Chancellor

Jeanne Shami

Faculty representative

(to June 30, 2010)

Greg Swanson

Senate representative

(to June 30, 2010)

Vianne Timmons

President and Vice-Chancellor

University of Regina Executive

Vianne Timmons

President and Vice-Chancellor

Gary Boire

Vice President (Academic)

(to August 31, 2010)

David Gauthier

Vice-President (Research)

(to August 31, 2010)

Barbara Pollock

Vice-President (External Relations)

David Boehm

Acting University Secretary

(from May 1, 2010 to March 31, 2011)

Dave Button

Vice-President (Administration)

George Maslany

Acting Vice-President (Academic)

(from August 31, 2010)

Rod Kelln

Acting Vice-President (Research)

(from July 1, 2010)

Annette Revet

University Secretary (from April 1, 2011) and
Executive Director (University Governance)

For More Information

For more information on the University of Regina, visit www.uregina.ca

Copies of the full audited financial statements and notes are available at
www.uregina.ca/fs/financial_statements.shtml

Or, for further information contact:

University Secretariat

Administration-Humanities Building, Room 509

University of Regina

Regina, Saskatchewan S4S 0A2

Telephone: (306) 585-4436

Fax: (306) 585-5255

Financial Services

Administration-Humanities Building, Room 205

University of Regina

Regina, Saskatchewan S4S 0A2

Telephone: (306) 585-4979

Fax: (306) 585-5140

